DOCUMENT RESUME

ED 407 139 PS 025 372

TITLE	Partners in Decision Making. Training Guides for the Head Start Learning Community.
INSTITUTION	RMC Research Corp., Hampton, N.H.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO	ISBN-0-16-042698-7
PUB DATE	96
NOTE	106p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
CONTRACT	105-93-1585
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Decision Making; *Decision Making Skills; Family School Relationship; *Parent Participation; *Parent Teacher Cooperation; *Parents; *Participative Decision Making; Partnerships in Education; Preschool Education; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS	*Project Head Start

ABSTRACT

This training guide is intended to help Head Start staff and parents build the skills they need to work together on decision-making teams and to help develop ground rules by which the decision-making partnership will operate. The guide develops skills in analyzing the extent to which parents are currently encouraged to participate in the key program and policy decisions which affect their families. Each of the guide's training modules details module outcomes, key concepts, background information, activities, and ideas to extend practice. Module 1 addresses building partnerships and prepares parents and staff for serving on a decision-making team by helping participants become comfortable in the group and understand the particular value that each brings to the decision-making process. Module 2 addresses working toward solutions by familiarizing participants with the steps in decision making, from defining the task to evaluation decisions. Module 3 addresses ongoing partnerships and helps participants look at the level of parental involvement in their own program's decision making. The section on continuing professional development offers strategies that supervisors can use to help staff apply new skills and extend their learning. The resource guide lists print and other resources that staff can use to learn more about the key issues presented in the guide. Contains 1 organizational and 10 print resources. (SD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 407 139

PS 025372

HEAD START

Training Guides for the Head Start Learning Community

Partners in Decision Making

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

BEST COPY AVAILABLE

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-042698-7

HEAD START®

Partners in Decision Making

Training Guides for the Head Start Learning Community

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

This national training guide was developed by RMC Research Corporation, Portsmouth, New Hampshire, under contract #105-93-1585 of the Head Start Bureau, Administration for Children and Families, Department of Health and Human Services.

Photo courtesy of Tom Bowman Photography, Winston-Salem, North Carolina.

Contents

Preface ix

Introduction 1

Overview 1

Purpose
Audience
Performance Standards
Organization of the Guide
Organization of the Modules

Definition of Icons 5

At a Glance 6

Module 1 9

Building Partnerships 9

Outcomes
Key Concepts
Background Information
Activity 1-1: Problems and Solutions 10
Activity 1-2: Making Decisions 12
Activity 1-3: Getting to Know You 13
Activity 1-4: Understanding My Role on a Team 15
Activity 1-5: Working Together 16
Activity 1-6: Managing Conflict 17
Activity 1-7: Conflict Makes Me Feel... 20
Activity 1-8: The Rules We Live By 21
Next Steps: Ideas to Extend Practice 23

Handout 1: Problems and Solutions 25

Handout 2: Making Decisions 27

Handout 3: Understanding Team Roles... 29

Handout 4: Organizing the Junk Drawer 31

Handout 5: Team Observation Sheets 32

Handout 6: Dilemma Cards 37

Handout 7: My Feelings About Conflict 42

Contents

Module 2 45

Working Toward Solutions 45

Outcomes

Key Concepts

Background Information

Activity 2-1: Building Bridges 46

Activity 2-2: Sticky Situations 48

Activity 2-3: What Decisions Are We Trying to Make? 49

Activity 2-4: Identifying Solutions 51

Activity 2-5: Benchmarks 53

Activity 2-6: Decision Making in Action 54

Activity 2-7: Personal and Group Process 55

Next Steps: Ideas to Extend Practice 56

Overhead 1: Steps in Decision Making 57

Handout 8: Building Bridges 58

Handout 9: Sticky Situations 59

Handout 10: Deciding Where to Begin 64

Handout 11: Identifying Solutions 66

Handout 12: Program Changes 68

Handout 13: Participant Observations 71

Handout 14: Personal and Group Inventory 72

Contents

Module 3 75

Ongoing Partnerships 75

Outcomes

Key Concepts

Background Information

Activity 3-1: Valuing Partnerships with Parents 76

Activity 3-2: Who's Right to Invite 77

Activity 3-3: Decisions, Decisions, Decisions 78

Activity 3-4: Spreading the News 81

Next Steps: Ideas to Extend Practice 82

Overhead 2: Parents Need to Feel Valued... 83

Handout 15: The Take-Home Reading Program 84

Handout 16: Analyzing Partnerships 86

Handout 17: Planning for Partnerships 88

Handout 18: Spreading the News 91

Continuing Professional Development 95

Resources 97

Materials 97

Organization 99

Preface

"Parents need to feel valued before they are going to commit their valuable time."

Head Start programs are democratic in nature. The families served help make the decisions that run the program. The decisions made through this democratic process tend to be good ones because they are made after a wide range of ideas and points of view have been considered. Such decisions are more likely to satisfy the people served and to meet their needs. This in turn breeds even greater enthusiasm and involvement in the process. Plus, when people feel that their opinions have been heard and respected, they have more respect for all the decisions that are made, even the ones they dislike.

This democratic ideal is written into Head Start's Vision Statement for Parent Involvement: all programs must "ensure that parents are involved in policy making and program decisions."

When parents *are* involved, the benefits are enormous. The program becomes more responsive to the families it serves. Parents—who in many instances have never before had opportunities to be part of decision-making teams—gain leadership skills they can use for the rest of their lives. Finally, children are better served by a program in which decisions are well made. They are positively affected by the knowledge that their parents have an important role at Head Start. They also stand to benefit as their parents gain skills and confidence through involvement in decision making.

But a democratic Head Start is hard work. First of all, it is hard work for staff. After all, it is easier and faster to just "make a decision" than to develop the decision-making *process* that includes others. Head Start programs can involve parents as decision-making partners in a variety of ways: on parent committees; in decision-making teams on child development, education, health promotion/disease prevention, and family nutrition; and in program planning. Within each program are many other opportunities for shared decision making, both formal and informal. It takes effort for staff to identify these opportunities, to draw parents into the decision-making process, and to work jointly in making decisions.

A democratic Head Start is hard work for families, too. People busy with children, jobs, and other demands on their time may be tempted to let staff (or a few other parents) carry the burden of decision making. Plus, not all parents choose to participate in decision-making activities, even if they have the time. Some may feel that they have little to contribute. Others may be uncomfortable with the concept of being partners with "professionals." Still others may be put off by previous experiences where they

were used to rubber stamp decisions made by others. It takes effort for parents to overcome their reluctance, to help staff identify the ways that they can become more meaningfully involved, and to focus their energy and creativity in this new direction.

Partners in Decision Making can help staff and parents build the skills they need to take on the hard task of working together on decision-making teams. It begins with the essential skill of recognizing the value of involving families in the process, simply because parents need to feel valued before they are going to commit their valuable time. All parents have experience and perspective. However, they may not be aware that these can be useful contributions to a decision-making team. Staff may not recognize this either. Thus, the first step to involving parents as partners in decision making is to ensure that everyone—staff and parents— discovers the real kinds of contributions parents can make.

This guide also helps develop skills in "building" the group: developing ground rules by which the decision-making partnership will operate, undertaking the decision-making process, and evaluating the results. Last but by no means least, the guide develops skills in analyzing the extent to which parents are currently encouraged to participate in the key program and policy decisions which affect their families.

We usually think of each Head Start program's Policy Council as its most visible decision-making body. However, every program has many other formal and informal teams that come together to make decisions. *Partners in Decision Making* is a technical guide that may be of particular use to programs who want to expand parent participation on these teams. The activities can help both staff and parent members of such teams learn how to work together, develop skills in meaningfully involving parents, and practice processing decisions in a diverse group. In addition to this guide, you may want to explore other guides in this series (for example, *Leading Head Start into the Future*) for skill-building activities that support teams and shared decision-making efforts.

Introduction

Overview

Purpose

"All for one and one for all." We are all familiar with this quote from the French novelist, Alexandre Dumas. It represents the essential partnership attitude that must prevail for a decision-making team to function effectively and efficiently.

It does not just happen that a team operates as "all for one and one for all." It requires preparation, the right climate, respectful communication, and the development of trusting relationships among members.

For many parents, the Head Start experience will provide their first opportunities to be a part of formal decision-making partnerships. These opportunities can provide a foundation for more meaningful relationships between staff and parents, thus preparing parents to be stronger advocates for the program and for their children.

Strengthening parent-staff relationships through decision making requires an understanding of the basic principles of partnership:

- Parents have a fundamental right to shape the direction of policies and services that affect their lives.
- Decisions have greater legitimacy when they are made by a group that reflects the population being served.
- Parents' perspectives are critical to understanding appropriate strategies for working with families and children served.
- Participation in decisions gives parents dignity. It also gives them the responsibility for solving their own problems.
- Creating inviting opportunities for decision making requires careful planning and preparation. This includes training for staff and parents on how to work together as a team and helping people learn to respect each other's unique contribution to the group process.

Audience

This guide is written for staff and parent teams that have been given the task of making program decisions. This guide also may be of use to parent committees and program coordinators to prepare new volunteers to become members of decision-making teams.

Introduction

Performance Standards

This guide contains material which will help programs meet the Head Start Program Performance Standards requiring them to:

- Involve parents in educational activities of the program to enhance their role as the principal influence on their children's education and development.
- Ensure parent participation in developing the education services plan and in center, classroom, and home-based program activities.
- Include parents in the development of the curriculum and the health, education, and nutritional services of the program.
- Involve parents in meeting the parent involvement objectives that require programs to provide different opportunities for parent participation and direct involvement in decision making in program planning and operations.

Organization of the Guide

The guide is divided into three modules:

Module 1: Building Partnerships prepares parents and staff for serving on a decision-making team. This is an important first step that is often overlooked, with the result that team members are "thrown together" and expected to make decisions before learning how to work together. By taking the time to build partnerships, decision making can be more efficient and effective. The activities in this module help participants become comfortable in the group and understand the particular value that each brings to the decision-making process. The activities also help participants establish ground rules for working together.

Module 2: Working Toward Solutions familiarizes participants with the steps in decision making, from defining the task to evaluation decisions. The module provides ample opportunity for participants to work as a team (or to observe such teams in action) and thereby gain competence in group decision making.

Module 3: Ongoing Partnerships helps participants look at the level of parent involvement in their own program's decision making. Activities direct them to evaluate how their program:

- Welcomes parents into decision making teams,
- Includes parents in the program's important decisions,
- Provides opportunities for all parents to be involved or represented in

decision making.

- Helps parents build decision-making skills that they can use at Head Start as well as in other areas of their lives, and
- Can expand parent involvement in decision making.

Continuing Professional Development offers strategies that supervisors can use to help staff apply new skills and extend their learning.

Resources lists print and other resources that staff can use to learn more about the key issues presented in the guide.

Organization of the Modules

In order to accommodate the needs of different grantees, each module offers two different delivery strategies: workshop and coaching. While activities vary according to the type of delivery strategy, the content and objectives are the same for each approach.

- *Workshops* are designed for 10 or more participants. The workshop activities are ideally suited for groups of staff and parents who are, or soon will be, working together on a decision-making team. However, they also are appropriate for use with individuals who are not serving together in a decision-making partnership but who nonetheless seek to improve their teamwork skills.
- *Coaching* permits a smaller group of staff members and parents to work under the guidance of a coach—who could be a Head Start director, coordinator, head teacher, or an outside consultant. Coaching activities can be selected, tailored, and scheduled to meet the needs of individuals. They allow participants to advance skills that they will be using at Head Start or in other areas of their lives.

All modules contain the following sections:

- *Outcomes* summarizes the skills participants will learn in the module.
- *Key Concepts* describes the critical issues addressed.
- *Background Information* provides a rationale for the module.
- *Activities* provides step-by-step instructions for the facilitator.
- *Next Steps: Ideas to Extend Practice* contains suggestions for how participants can apply the information and skills learned in the training situation to their everyday lives.

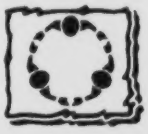
Ideally, participants should complete all the workshops or all the coaching activities in each module, in order. Similarly, the modules should be used in order, since activities in each delivery strategy build on one another.

Definition of Icons

Coaching

A training strategy that fosters the development of skills through tailored instruction, demonstrations, practice, and feedback. The activities are written for a coach to work closely with one to three participants.

Workshops



A facilitated group training strategy that fosters the development of skills through activities which build on learning through group interaction. These activities are written for up to 25 participants working in small or large groups with one or two trainers.

Next Steps:
Ideas to Extend Practice

Activities assigned by the trainer immediately following the completion of the module to help participants review key information, practice skills, and examine their progress toward expected outcomes of the module.

Continuing
Professional Development

Follow-up activities for the program to support continued staff development in the regular use of the skills addressed in a particular training guide. It includes:

(1) Opportunities tailored to the participant to continue building on the skills learned in the training.

(2) Ways to identify new skills and knowledge needed to expand and/or complement these skills through opportunities in such areas as in higher education, credentialing, or community educational programs.

Introduction

At A Glance

Module	*Activity*	*Time*	*Materials*
Module 1: Building Partnerships	Activity 1-1: Problems and Solutions (W)	30-45 minutes	Handout 1, pens or pencils
	Activity 1-2: Making Decisions (C)	45 minutes	Handout 2, pens or pencils, lined paper
	Activity 1-3: Getting to Know You (W)	30-60 minutes	Pictures cut in two, arts and crafts supplies (optional)
	Activity 1-4: Understanding My Role on a Team (C)	60 minutes	Handout 3, pens or pencils, lined paper
	Activity 1-5: Working Together (W)	45-60 minutes	Handouts 4 and 5, household items, "junk" or classroom supplies, pens or pencils, lined paper
	Activity 1-6: Managing Conflict (W)	60 minutes	Handout 6, chart paper, markers, easel
	Activity 1-7: Conflict Makes Me Feel... (C)	30-60 minutes	Handout 7, pens or pencils
	Activity 1-8: The Rules We Live By (W)	60 minutes	Chart paper, markers, easel, tape

(W) = Workshop Activity

(C) = Coaching Activity

Module	Activity	Time	Materials
Module 2: Working Toward Solutions	Activity 2-1: Building Bridges (W)	30-45 minutes	Handout 8, Overhead 1, overhead projector, screen, 2 chairs, bridge-building supplies
	Activity 2-2: Sticky Situations (C)	30-45 minutes	Handout 9, pens or pencils
	Activity 2-3: What Decisions Are We Trying to Make? (W)	45 minutes	Handout 10, chart paper, markers, easel
	Activity 2-4: Identifying Solutions (W)	30-45 minutes	Handout 11, pens or pencils
	Activity 2-5: Benchmarks (W)	30-45 minutes	Handout 12, pens or pencils, chart paper, markers, tape
	Activity 2-6: Decision Making in Action (C)	45-60 minutes	Handout 13
	Activity 2-7: Personal and Group Process (C)	60 minutes	Handout 14, pen or pencils
Module 3: Ongoing Partnerships	Activity 3-1: Valuing Partnerships with Parents (W)	30 minutes	Overhead 2, overhead projector, screen
	Activity 3-2: Who's Right to Invite (C)	30-45 minutes	Handout 15, pens or pencils
	Activity 3-3: Decisions, Decisions, Decisions (W) markers, sticky dots	90-120 minutes	Handouts 16 and 17, pens or pencils, chart paper, tape, markers, large supply of sticky dots in three distinctive colors
	Activity 3-4: Spreading the News (W)	Varies	Handout 18, stenographer's notebook, index cards, pens or pencils, paper, access to in-kind and meeting records

(W) = Workshop Activity

(C) = Coaching Activity

Building Partnerships

Outcomes

As a result of completing this module, participants will be able to:

- Make an informed decision to become part of a decision-making team
- Identify how different team roles help group members work together
- Understand how conflict can be a stepping stone to change
- Develop team ground rules
- Contribute to the effective functioning of a team

Key Concepts

- When staff and parents work as partners to make decisions, programs become more responsive and family centered. Also, both staff and parents are provided opportunities for personal growth.
- Staff and parents can develop an effective decision-making partnership by embracing and accepting each others' experiences, perspectives, and group interaction styles.
- Partnerships for decision making require a great deal of self-examination, introspection, and understanding of individual and group dynamics.
- Decision-making partnerships work most effectively when the individuals involved have had an opportunity to get to know each other and practice working together.

Background Information

We usually think of shared decision making in the context of formal bodies such as the Policy Council or parent committees. However, Head Start programs have many other opportunities for parents and staff to be part of decision making teams. These teams may come together to make a single decision or to work on a long-term project. Through these opportunities, staff and parents can develop and practice critical team partnership skills that they can apply both in the Head Start program and in their daily lives.

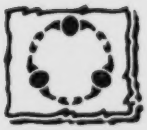
While partnership in decision making is a goal of each Head Start program, it cannot be taken for granted that people arrive at their center ready to make decisions in partnership with others. On the contrary, this col-

laborative effort may be a new experience for many parents and staff alike. Therefore, preparation and training are essential to success.

The activities in this module provide opportunities for current team members to build their partnership skills. Activities should be conducted with parents and staff who are likely to be working together on decision-making teams such as curriculum committees, activity coordinating committees, parent committees, or other planning groups. Activities are designed to maximize communication among team members, which is essential to the partnership-building process.

These activities also may be used to prepare both parents and staff who are not yet involved in a decision-making team but are likely to be so at some point in their Head Start experience.

Activity 1-1: Problems and Solutions



Purpose: This icebreaker activity demonstrates the idea that problems usually have a variety of possible solutions, and that asking many people for their input at the beginning of the decision making process can generate many creative solutions. It also sets the stage for the training activities that will follow.

Materials

Handout 1: *Problems and Solutions;* pens or pencils.

Process

Divide participants into small groups of five to eight and, if possible, have them seated at round tables.

Explain to the groups that they will be working to brainstorm solutions to several problems. Distribute one copy of Handout 1 to each group. Ask for a volunteer from each group to write down a problem that needs to be solved. This could be a personal problem, for example, "How can I keep the squirrels in my yard from being so destructive?" Or the question could be more broad, for example, "What can we do to solve the problem of poverty in our state?" Also ask them to think about a solution to their problem but not to write it down.

All the other group members should take turns writing a solution on the handout, starting at the bottom and then folding it up so the next person does not see what has been written.

Ask each volunteer to read aloud his or her problem and the solutions that were suggested. After each group has reported out loud, ask these questions:

- What is your reaction to the range of ideas that were suggested by your group?
- How did you feel when your suggestion was read out loud?
- What did you learn from this exercise?

Debriefing

Introduce the workshop activities that follow by covering these points:

- Making decisions is a natural part of life. People are faced with issues that call for them to make decisions every day. Sometimes, the situations are such that a person makes a **command** decision (made by one person), other times decisions are **consultative** (when a person invites input prior to making the decision alone), and sometimes issues call for **consensus** (when the people most affected share responsibility for finding a solution everyone can live with).

  Working together in partnership provides opportunities to develop many possible solutions when problem solving.

- This training guide focuses on building the capacity of staff and parents to make consensus or partnership decisions. It is based on the belief that a program is more responsive and family centered when staff and parents share decision making. In addition, there are more opportunities for personal growth (for staff and for parents).

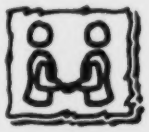
- Working in partnership to make decisions also helps to build ownership in the decision itself. When everyone feels they have been included in the decision-making process, the decision itself is easier to carry out.

- Working in partnership with parents to make decisions is not new to Head Start programs. What may be new to some programs is the commitment to provide *more* meaningful opportunities for *more* parents to be involved in decision making.

Conclude by providing an overview of how the activities you have selected will help program staff and parents work together in a variety of decision-making partnerships.

Module 1

Activity 1-2: Making Decisions



Purpose: This coaching activity prepares individuals for becoming members of decision-making teams by having them reflect on their own experiences as decision makers.

Materials

Handout 2: *Making Decisions*; pens or pencils; lined paper.

Process

Have participants imagine that they have been asked to become part of a decision-making team, such as the mayor's task force to help curb violence in the community. Ask them what their initial reactions might be to such an invitation. Would they feel honored or overwhelmed? What do they think the experience would be like? What concerns do they have about their own abilities to contribute?

> **Coach Preparation Notes:**
>
> The above questions are meant only to get participants thinking. Do not ask for answers.

Explain to participants that this exercise will help them take stock of the many kinds of decisions they make every day, so that they can become more confident of the skills they bring to any group. The activity also will help them explore any hopes and fears they may have about joining a decision-making team.

Distribute Handout 2 and have participants fill it out individually. Tell participants that they will not be asked to share any specific information that they write, so they should be as candid as possible.

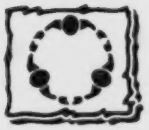
Debriefing

When participants have completed the handout, ask these questions:

- What did you learn about yourself when you made your list of decisions?
- Do you have any questions or concerns about becoming a team member that you would like to discuss now?

Ask participants to keep the handout so they can look at it later. Explain that you would like to meet again after they have completed the workshop activities in Module 1 to see if their hopes and expectations have been met and if their anxieties, fears, or concerns have been addressed.

Activity 1-3: Getting to Know You



Purpose: This activity helps individuals become better acquainted with each other — an important first step in becoming a team.

Materials

Large illustrations, one for every two participants (for example, 10 pictures for 20 participants). The pictures should be pasted onto cardboard or stiff paper and cut in half.

Process

Begin by stating that the reason they are all at this workshop is because they are partners on a decision-making team. This team may be a committee, planning group, work group, steering committee, or even the Policy Council/Policy Committee or Parent Committee. Each kind of team may have a very different task to perform or decisions to make, but if it is *effective* it has one important element in common: individual members have, as their highest priority, the accomplishment of team goals.

Ask participants to reflect on the following questions:

- When have you been part of a group (for example, within Head Start, at your job, in your community, or even within a social group) given the task of solving a problem or making a decision?
- When was working as a group a positive experience and when was it not?
- When did you feel the experience was an opportunity for personal growth and when did you feel your time was not well spent?
- Why do some decision-making teams seem to work well together, while others do not?

Trainer Preparation Notes:

These questions are meant as "stage setters." They are intended to be read through with only brief pauses to give participants a moment to reflect. They are not intended to be asked and answered one at a time.

Ask participants to raise their hands if they have had both positive and negative experiences in decision-making groups. Note that most often, people have had a range of experience working in groups. Sometimes it works well, other times it does not. So what makes the difference? One key factor is how well *prepared* individuals are to work together.

As in any relationship, partnerships need time to develop. This means that individuals need to get to know more about each other, to learn more about how they interact as a group, to build trust levels among members, and to decide what "ground rules" work best for their group. The way to prepare to work together as partners is by getting better acquainted.

Divide participants randomly into pairs by passing around a box full of pictures (for example, magazine illustrations, photographs, etc.) that have been cut in two. Have each participant draw from the box. Then have them find the person holding the other half of their picture. When everyone has found their partner, explain that they will have 15 minutes to interview each other using the following questions (post on chart paper):

- What are you most proud of (for example, your family, your job)?
- What do you like to do in your spare time?
- What kinds of things do you think you do well?
- Why are you interested in working on a decision-making team?

Debriefing

When the interviews have been completed, bring the participants back together. Have the partners introduce each other to the whole group. Conclude the activity by reminding participants that this activity was just to "break the ice." Getting to know the other members of their team will be an ongoing process.

Trainer Preparation Notes:

You may want to extend this activity to provide more opportunity for participants to become acquainted. For example, after completing the interview, ask participants to create a visual representation of their partner (for example, a drawing, puppet, or collage) to use when making their introductions. This kind of project can be fun and can extend the time participants work together.

Activity 1-4: Understanding My Role on a Team

Purpose: In this activity participants will examine their personal strengths and how they play a role in supporting a team.

Materials

Handout 3: *Understanding Team Roles: Where Do I Fit In?;* pens or pencils; lined paper.

Process

Set a context for this activity by telling participants that they will be looking at team roles. Every role on a team is important because it helps the team to function and achieve goals. People often play more than one role to meet the needs of the group.

Give each participant Handout 3. Explain that this handout looks at five basic team roles and presents just one of many possible ways of viewing team functioning. Let them know that the activity focuses on natural strengths or abilities that *individuals* exhibit on teams.

Next, read through the directions and ask participants if they have any questions. Encourage participants to take the time to reflect honestly on their experiences.

Debriefing

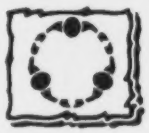
Ask participants the following questions:

- What are the roles you have carried out on a team?
- Do you think you are strongest at any particular role?
- Why is it important that different team members take on different roles?

Summarize by stating that because there are a variety of team roles to fill, everyone has an opportunity to apply their strengths to the decision-making process.

In closing, remind participants that the purpose of this activity was to help them identify their personal strengths. However, like other skills, working as an effective member of a team takes practice. End by suggesting that they may want to try out other team roles to build new skills.

Activity 1-5: Working Together



Purpose: This activity gives participants an opportunity to observe how members of a team work together to make decisions. Participants will gain an understanding of various team roles and how each is important.

Materials

Handout 4: *Organizing the Junk Drawer*; Handout 5: *Team Observation Sheets*; a variety of household items, junk, or classroom supplies with different shapes, sizes, colors and textures; pens or pencils; lined paper.

Process

Introduce the activity by pointing out the following:

- Each team member brings to the group a wealth of experiences, beliefs, and expectations that must be respected if the partnership is to function effectively.
- Team roles are a natural and necessary part of team functioning as members work together to achieve the goals and objectives of the team.
- Roles are not stagnant. Sometimes, a team member might play one role, sometimes another. A member might even play more than one role during a single team activity.

Continue by stating that participants are all no doubt familiar with some roles that are usually assigned (for example, facilitator, recorder, or timekeeper). These roles enable the team to begin to function. However there are roles that help the group maintain itself, and enable teams to develop and work effectively in a partnership. In this activity participants will observe five roles and how each helps the team move forward towards its goal.

To begin, ask for four to six volunteers to be the problem solvers (Team 1). Assign everyone else to Team 2. Provide Team 1 members with Handout 4: *Organizing the Junk Drawer* and the bag of assorted items. Ask them not to begin until you explain the role of Team 2. Ask Team 1 to leave the room for a few minutes while Team 2 is briefed on its assignment.

Tell Team 2 participants that they will be observers. To help focus the observation, each participant should select one of the observation sheets from Handout 5.

Direct Team 2 members to take a moment and read through their Observation Sheets. Their task is to watch for examples of behavior, communi-

cations, or comments that help illustrate the roles outlined on their sheets.

Distribute pens and paper to Team 2 so they are able to take notes.

Ask if anyone from Team 2 has any questions. If not, ask Team 1 to come back into the room. Ask Team 1 to come to the front of the room so they can easily be observed. When both groups are ready, ask Team 1 to empty the contents of its junk drawer bag and begin. Allow 10-15 minutes for the activity.

Trainer Preparation Notes:

Make sure Team 1 waits until it is back in the room to begin any discussion and decision making.

Debriefing

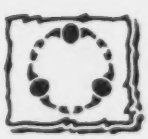
Have Team 1 explain the process they used in deciding how to organize the "junk drawer," in other words, how the group came to its decisions.

Then invite members from Team 2 to explain the roles on their observation cards and any examples of those roles which they observed.

Emphasize the following points:

- People approach the same task and see the same information in different ways.
- The diverse ways that different members view and approach a problem can help the group achieve its task.
- Team members who fill different roles question and discuss each other's reasoning, thus enabling the group to move toward its goal.

Activity 1-6: Managing Conflict



Purpose: This activity is designed to help participants understand that conflict is a natural part of human interaction. Conflict can have positive or negative effects, depending on how it is managed.

Materials

Handout 6: *Dilemma Cards*; chart paper; markers; easel.

Trainer Preparation Notes:

Make enough copies of Handout 6 so that when participants are divided into small groups, each group will have three dilemma cards.

Process

Introduce this activity by stating that when people hear the term "conflict," they often assume that it is something negative that should be avoided at all costs. For example, the word is often used to mean a fight, hostility, or even war. But conflict also means a **difference** in opinion or ideas. For example, one committee member might propose one solution to a problem while a second committee member proposes another. While exploring these options, the committee might even generate a third (and possibly better) idea. Conflict is a natural part of human interaction and when managed wisely, it can lead to solutions. In other words, conflict (that is, differing points of view) can be a team strength. How individuals and teams deal with conflict will determine if it supports or undermines partnership efforts.

State that there is no one magic way to resolve conflict but that understanding the source of conflict is an important starting point for managing it.

Write these three sources of conflict on chart paper: **informational, within relationships,** and **related to values**. As you discuss each, ask the group for one or two examples from their own experience.

- **Informational**
  Sometimes people have differences of opinion or perspective because they have different information. For example, one member of a group may feel that few parents care about their children's education and Head Start because only six showed up for the meeting. Another group member may know that many parents are working or in school and cannot attend the meeting, and feels that six parents is a good turnout. If information is the root of conflict, providing more information and providing opportunities for people to hear each other can help them develop the perspective to resolve conflict.

- **Within Relationships**
  When people respect and trust each other, they are more apt to be open to each other's points of view and to resolving differences of

opinion. Conversely, relationships that aren't working can get in the way of resolving conflict. For example, say that Ms. A and Mr. B are members of a decision-making team. If Ms. A does not trust Mr. B and feels that Mr. B is only out to "feather his own nest," Ms. A may not be willing to consider Mr. B's opinion no matter what it is. If the relationship itself is the root of conflict, no amount of additional information is likely to resolve it. Mending fences (that is, the relationship) may be the place to start.

- **Related to values**
  Sometimes differences in opinion stem from beliefs or values, many of which are deeply rooted in one's personal history and culture. For example, Ms. A may believe that children should be "seen and not heard" while Mr. B believes it is healthy for children to question authority figures, including parents. This type of conflict can be a challenge to resolve because there is no right or wrong answer.

Divide participants into small groups and ask each group to select a recorder. Give each group three dilemma cards from the selection on Handout 6. Explain that their task is to discuss each of their dilemmas using the questions listed on the card. Allow 30 minutes for discussion time.

Reconvene the large group and ask each recorder to report on **one** of their dilemmas by briefly describing the situation and then by recapping what the group decided were the sources of conflict and how they could be handled. If time permits, have recorders report on their other dilemmas.

Debriefing

Sum up this activity by stating that an important first step in resolving a dilemma is to look at the possible sources of conflict. Note that by understanding the source, they can focus on what strategies to use to manage the conflict. Lead a discussion of the following questions:

- What have you learned from this activity that you can apply to your work together as a team?
- What types of conflict still make you feel uneasy?
- What can you do to become more comfortable with conflict?

Ask participants to keep the sources of conflict in mind when developing ground rules for their team, which they will do in workshop Activity 1-8.

Activity 1-7: Conflict Makes Me Feel...

Purpose: This activity provides participants with an opportunity to reflect upon their own beliefs about conflict and their personal reaction to it within their team.

Materials

Handout 7: *My Feelings About Conflict*; pens or pencils.

Coach Preparation Notes:

This activity works best as a follow-up activity to workshop Activity 1-6: *Managing Conflict*.

Process

Begin by stating that conflict (or differences in perspectives) is a natural part of working though a group process. The diversity of perspectives and approaches within a team helps to generate ideas and facilitate change. In other words, conflict can be considered a strength if it is managed wisely.

Not everyone is automatically comfortable with conflict, especially in a group setting. In fact, each member of a team may feel about and react to conflict in very different ways. For example, some may shy away from conflict and will "give in" rather than explore differences of opinion. Others may feel it is impolite to disagree or argue with another person in public. Others may have different ways of dealing with conflict depending on the topic and/or the individuals involved. Finally, some may feel managing conflict is one of their strengths.

Tell participants that this activity is to help them reflect on how they *feel* about conflict and how they work best at managing it. It is also an opportunity to identify ways in which other members of the team or you as the coach could help them become more comfortable with managing team conflict.

Distribute Handout 7: *My Feelings About Conflict*. Offer participants the option of completing this activity with other members from their team, with a trusted colleague, or by themselves. Select a time and place to meet and discuss the results of this activity with participants.

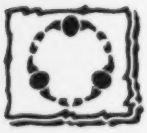
Debriefing

Once participants have completed the activity, use the following questions to engage them in a discussion:

- What would you want your fellow teammates to know about your feelings toward conflict?
- If you could change anything about how you react to conflict, what would you like to change?
- How can your fellow teammates support you in making this change?

Conclude the activity by reminding participants that managing conflict is part of every team member's role and responsibility and it is a skill that requires ongoing practice.

Activity 1-8: The Rules We Live By



Purpose: This activity allows participants an opportunity to think through the conditions necessary for building trust and respect between group members and to use this information to develop their team's ground rules.

Materials

Chart paper; markers; easel; tape.

Process

In a calm, serious manner, ask each individual to think of a secret that they have never shared with anyone before. Allow participants the opportunity to reflect and for the tension to build. After a few minutes of silence, ask participants to call out the conditions that would be necessary if they were going to share this secret. (Usually participants are relieved as they realize they are not going to have to reveal their secrets!)

Record the conditions on chart paper. Then discuss how these same conditions are necessary for a successful decision-making partnership. Ideas generated might include: trust, respect, acceptance, positive relationship, honesty, ability to keep confidences, etc. Allow 10-15 minutes to discuss the importance of the ideas generated.

Summarize this part of the activity by emphasizing that effective partnerships are based on mutual trust and respect. All team members are responsible for developing and nurturing these key ingredients. One way of defining everyone's responsibility is to develop a plan for working together—a set of rules everyone will be expected to know and follow.

Post the following definition:

> **Ground rules are guidelines that make clear what is expected from everyone on the team.**

Since everyone will be expected to follow the ground rules, it is essential that everyone on the team develop and agree to them.

Some ground rules are **logistical** (for example, team members will be on time so meetings can start promptly). Others concern **interpersonal communication** (for example, feedback will be courteous and respectful). And some ground rules govern **behavior** (for example, it is part of every team member's responsibility to keep the group on task).

Divide participants into three groups. Assign each group a category (logistical, interpersonal communication, or behavior) and ask them to brainstorm a list of ideas for ground rules for their category. Remind participants that they may want to refer back to the conditions for trust that they generated in the first part of this activity.

Allow 15-20 minutes for groups to brainstorm. Have each group tape up their lists.

Bring the large group back together and allow some time to review all the small groups' lists. Explain that the team should use these ideas as a springboard for creating a single set of ground rules. Remind participants that even though *all* of the ideas on the lists are important, they will need to establish some priorities. Facilitate a discussion on identifying the new ground rules.

Trainer Preparation Notes:

You may want to suggest a reasonable number of ground rules (for example, five to eight) so that the list does not become too overwhelming or hard to remember.

Once the ground rules have been identified, check with the group to see if there is any item on the list that causes anyone concern. If so, continue discussion until a set of rules are developed that is acceptable to all participants.

Debriefing

End the discussion by reminding participants that every member on the team shares the responsibility for using these ground rules as a guide for how they relate to other team members.

Ask participants if they are beginning to feel more like a team. Remind them that forging a team relationship takes time. Also, as in any successful relationship, it will take an ongoing effort on everyone's part to keep the relationship healthy and functioning well.

Next Steps: Ideas to Extend Practice

- Plan a fun social activity that will help team members get to know each other better. Fun, social experiences can be an effective strategy in bonding individuals into a team.
- Observe other groups in action and identify the different roles members play. Groups to observe could include the local school board, Policy Council, church, or community group.
- Becoming comfortable with new team roles takes time and practice. Work in pairs to try different team roles. Copy Handout 3 onto heavy paper and attach the arrow to the center to make a game spinner. Spin the arrow and select an item from the wedge. Strategize with your partner on how to model that behavior (for example, how you would say things, what you would do).
- Volunteer on a team outside Head Start (such as on a community project) to practice the skills learned in the module. Local projects could include a rally against budget cuts, a community clean-up, or local fund raising activities for charity.
- Have participants take stock of the other groups or teams they are involved in within Head Start. At your next meeting, ask if everyone is clear about the team's "ground rules." If not, use the activities in Module 1 to help your team develop or renew its ground rules.
- Redo your list of hopes and concerns from Activity 1-2 and compare it to the first list you made. If several members of your team share some anxieties and concerns, make a plan for additional training to help meet expectations and overcome fears. Or, develop your own action plan.

Handout 1: Problems and Solutions

My Problem Is:

1 - Write here, then fold up

Handout 1: Problems and Solutions (continued)

5

4

3

2

Handout 2: Making Decisions

Part I

Instructions: List some decisions you make in your day-to-day life. Put a check mark (✔) next to the *type* of decision it is:

Command Decisions: Decisions you make all by yourself
Consultative Decisions: Decisions you make after seeking advice from others
Consensus Decisions: Decisions you make together with another person or people

Decision	Command	Consultative	Consensus
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

If you need more room, continue on another piece of paper

1. What kinds of decisions do you make most often? Why?
2. Are there decisions you would like to have made differently? Why?
3. What kinds of decisions are you most comfortable making? Why?
4. What strengths can you bring to a decision making team?

Handout 2: Making Decisions (continued)

Part II

Instructions: How does the thought of joining a decision-making team affect you, both positively and negatively? Write your thoughts below. Some examples are provided.

Hopes and Expectations	Anxieties, Fears and Concerns
I can make a difference. I'll overcome my shyness. I will acquire new skills.	I'm not sure I have anything to offer. I don't like talking in groups. We won't get along.

Handout 3: Understanding Team Roles: Where Do I Fit In?

Instructions: In this circle are phrases that describe the different roles you may play on a decision-making team. Circle the 5-6 phrases that describe what you do best, or feel most comfortable doing, on a team. Choose from anywhere in the circle.

"explorer"
I like to dream about what could be
I am enthusiastic
I build on the ideas of others
I identify group strengths
I think of new possibilities
I encourage and support the whole team
"caretaker"
I organize discussion
I am sensitive to drawing out quiet team members
I value each member's contributions
I keep things moving
I track each stage of the team process
I support the interests and ideas of others
I speak of other's interests
I approach disagreements in a calm, even manner
I raise unexplored angles on an issue
I encourage openness
I summarize and look for areas of agreement
I make objective and balanced judgements
I settle debate or reach out to opposing team members
I consider the problems and pitfalls
"manager"
"investigator"
"peacekeeper"

Handout 3: Understanding Team Roles: Where Do I Fit In? (continued)

Instructions: On the circle, draw a line from each arrow to the center. This will divide the circle into five wedges and help you distinguish between the team roles. Read the descriptions of each role, below. Note the positive characteristics of that role and any challenges a person in this role may have. The first one has been started for you.

Team Role	Positive Characteristics	Challenges
Explorer: Enjoys thinking about new possibilities. Broadens the horizons of the group.	creative,gets things going	may need to hold back so that others can talk
Caretaker: Makes sure that everyone participates and is comfortable with the group.		
Peacekeeper: Encourages group members to be positive and work together. Helps members understand each other and reach compromise or consensus.		
Investigator: Pushes the group to take a close look at different ideas and test them out. Leads group to focus clearly on its goals.		
Manager: Focuses the group on how it is functioning at each stage. Helps the group stay on track.		

If you need more room, continue on another piece of paper

1. Which team roles do you carry out most often?
2. In your opinion, are various roles important on a team? Why or why not?

Handout 4: Organizing The Junk Drawer

Your team has been given the task of organizing the "junk drawer" — you know, that drawer that seems to collect everything that doesn't have a place of its own! You need to divide this collection of stuff into sensible piles. You may categorize or sort the items any way that makes sense to the group (such as by size, color, or use of the item). However, since children may have access to this drawer, you need to get rid of any items that might be harmful to young children.

Handout 5: Team Observation Sheets

EXPLORER

Your assignment is to observe when group members are **EXPLORING**.

They may do this by:

- Brainstorming new ideas.
- Building upon the ideas of others.
- Imagining what the particular effect of an idea might be.
- Always focusing on the "big picture."

You may hear an EXPLORER say something like:

- "Wouldn't it be great if..."
- "That's a good point, but we might want to take it a step further."
- "Here's another idea!" "I can just see it now!"

Or, they may do something like:

- Speak passionately.
- Sketch out ideas.
- Participate with enthusiasm.

Handout 5: Team Observation Sheets (continued)

CARETAKER

Your assignment is to observe when group members are **CARETAKING**.

They may do this by:

- Agreeing with a team member.
- Expressing respect for team members, even though they disagree.
- Encouraging another team member to speak up.
- Recognizing the contributions of team members who do not speak up as much.

You may hear a CARETAKER say something like:

- "I hadn't thought of that before. What a good idea."
- "I second that suggestion."
- "I know you've put careful thought into your proposal, but I'm still concerned about..."
- "Otto looks like he has something to say."
- "We should give more thought to that good idea Nikki had a while back."
- "We haven't heard from Inez yet."
- "Where do you stand on this?"

Or, they may do something like:

- Nod to show that they agree or at least are listening.
- Speak respectfully and courteously.
- Look over to quieter team members to see if they have something to say.
- Whisper encouragement to a shy team member.

Handout 5: Team Observation Sheets (continued)

PEACEKEEPER

Your assignment is to observe when group members are **PEACE KEEPING**.

They may do this by:

- Summarizing the view of opposing team members to point out where they agree.
- Helping both sides in a disagreement step back and reflect.
- Settling emotional arguments so the team can get back to work on the problem.
- Summing up a conflict so that everyone in the team can focus on the actual points of agreement and disagreement.
- Helping team members find common ground.
- Moving the discussion to the points where there is agreement.

You may hear a PEACE KEEPER say something like:

- "Let me see if I understand you both..."
- "If I may, I'd like to restate both of your positions to make sure that we're all following this discussion."
- "You both seem to be saying the same thing, but in different words."
- "You're not that far apart..."
- "Both of you seem to be arguing for a logical approach to our problem."
- "Everyone seems to agree that we've got to make a decision now to meet our deadline. How should we do that?"

Or, they may do something like:

- Use body language that reaches out to two disagreeing team members.
- Reach out in the direction of disputing team members.
- Speak up in a calm and neutral manner.

Handout 5: Team Observation Sheets (continued)

INVESTIGATOR

Your assignment is to observe when group members are **INVESTIGATING**.

They may do this by:

- Making factual observations.
- Looking at the pros and cons of an idea.
- Challenging a suggested idea to make sure it is understood.
- Thinking of what could happen if an idea is adopted.

You may hear an INVESTIGATOR say something like:

- "We have to remember why we are doing this."
- "That approach may be different, but that doesn't mean we can't consider it."
- "We need to look at this from the perspective of children (parents or others)."
- "Let's stick to the issues."
- "Have we considered this from every angle?"
- "Before we make this decision, where do we need to get opinions?"

Or, they may do something like:

- Speak assertively, from the gut.
- Serve as a reality check for the group.
- Urge the group to develop new horizons.

Handout 5: Team Observation Sheets (continued)

MANAGER

Your assignment is to observe when group members are **MANAGING.**

They may do this by:

- Focusing the group's attention on how it is functioning.
- Reminding the group to keep "on track."
- Offering feedback on what has been accomplished so that the group continues to move in a positive direction.
- Summing up the discussion to clear up confusion and/or give the group time to reflect.
- Boosting group morale by reminding everyone of the progress they have made.

You may hear a MANAGER say something like:

- "So far we've only listened to the opinions of two people. What do all the others have to say?"
- "I'm having a hard time following the discussion, because no one is getting a chance to finish their statements."
- "We're having a lot of fun here, but we need to get back to our problem solving."
- "By going around the table like we did, everyone's had a chance to speak. As a result, we have a lot of great ideas to work with."
- "We're cooking now!"
- "This might be a good time to review the suggestions that have been made so far. Should I read them back to the group?"
- "Two of us like Plan A and three of us like Plan B. What should we do now?"
- "Okay, we've solved all the problems but this last one."

Or, they may do something like:

- Refer back to the agenda or guidelines for the group.
- Refer to notes taken during the discussion.
- Use a diagram or outline to show the group what they have discussed or accomplished so far.
- "Take charge."

Handout 6: Dilemma Cards*

Dilemma Card 1

On a field trip, you overhear the following conversation between the bus driver and a parent:

Bus Driver: Did you see that? La Toya hit that boy again. I've been having a lot of trouble with them fighting on the bus. Will you please tell her that our rule is no hitting on the bus?

Parent: Well, I tell her to hit back. What else is she supposed to do?

Bus Driver: She's not allowed to hit. She's supposed to tell me when something's bothering her. We just can't have her hitting and hurting other children.

Parent: She doesn't start it. I tell her she doesn't have to put up with that. I don't want her running to you every time she needs help.

Discussion Points

- What is the bus driver's point of view?
- What is the parent's point of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Dilemma Card 2

You are a volunteer in the 3-year-old room. The children enjoy making collages. They love to paste, glue, and create their own patterns. You go to the kitchen to ask the cook for some dried macaroni, dried beans, and rice for the children to glue on cardboard. The cook says he doesn't have any. Later, you notice several bins of dried macaroni of all shapes and sizes. When you ask him about it, the cook says that he will need that macaroni later.

Discussion Points

- What is your point of view?
- What is the cook's point of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

* Adapted with permission from Aspen Systems, Inc.

Handout 6: Dilemma Cards (continued)

Dilemma Card 3

You make a home visit to a housing complex. You find the manager arguing with the grandmother of a child in your program. The manager says the grandmother is breaking the rules by making an ugly mess in the complex. The grandmother insists that she has a right to plant vegetables. She says she always shares the crop with her neighbors and that the manager is being unfair. You learn that the grandmother has tomato plants, bean plants, and okra planted in the strip between the street curb and the sidewalk.

Discussion Points

- What is the apartment manager's point of view?
- What is the grandmother's point of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Dilemma Card 4

You have enough money in the budget to pay for a very popular speaker to come to your center for a three-hour program. Some parents and staff want to have the program during the morning when children are in the classroom. Several of the working parents have asked to have the program in the evening so they can attend. The speaker does not want to come on a weekend because that is her family time.

Discussion Points

- What are the differing points of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Handout 6: Dilemma Cards (continued)

Dilemma Card 5

As you let Angela off at the bus stop, you say hello to her mother, who is waiting. Her mother tells you that she is upset to see Angela dirty again—her dress is mussed, her braids are full of sand, and she has paint under her fingernails. You think the mother is being unfair, and does not realize what a good day Angela had at the center.

Discussion Points

- What is your point of view?
- What is the mother's point of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Dilemma Card 6

Head Start is organizing a field trip to the state capital. You have reserved enough buses to hold all the parents and children from your Head Start program. To your surprise, some families do not wish to come and others do not want to take their children, even though there is a lot to see and you think the trip will be fun.

Discussion Points

- What is your point of view?
- What might be the families' points of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Handout 6: Dilemma Cards (continued)

Dilemma Card 7

A mother brings her child in for a follow-up health check. You are concerned because the child is still congested. She also is wheezing and coughing. You ask the mother if she has taken the child to the clinic. She says she is treating her child with tea and a chest wrap at night. She is certain the child is doing better. You think that the child really needs to be seen by a doctor. The mother disagrees.

Discussion Points

- What is your point of view?
- What is the mother's point of view?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Dilemma Card 8

Every morning, a mother carries her child into the room. She removes the child's coat, carries the child's things into the classroom, and sits for a while. The mother seems to hang over the child, doing things that the child can clearly do for herself. You suggest to the mother that you feel the child will separate more easily if she does not stay so long in the center. You also point out that her child is well able to walk and does not need to be carried. The mother does not respond to you, but looks at you as if she does not understand.

Discussion Points

- What is your point of view?
- What is the mother expressing through her behavior?
- What are the possible sources of conflict?
- How would you suggest resolving it?

Handout 6: Dilemma Cards (continued)

Dilemma Card 9

The planning committee has money for refreshments for a family night event. Some of the committee members propose buying popular snack items. Other committee members feel that Head Start should model good eating habits. They suggest buying healthy food such as fresh fruit and real juice, even if it costs more and may make some children or families less happy.

Discussion Points

- What are the different points of view?
- What are the possible sources of conflict?
- How might you suggest resolving it?

Handout 7: My Feelings About Conflict

Instructions: People respond to conflict in ways that reflect their upbringing and life experiences. The following questions are to help you think about your **feelings** about conflict. Brainstorm as many answers to each question as you like. Remember, there are no right or wrong answers.

1. What messages did you get about conflict when you were growing up? (For example, "It's impolite to disagree in public." Or, "It's important to stand up for yourself.")

2. When you hear the word "conflict" now, how do you feel? (For example, "Conflict makes me feel nervous." Or, "Conflict makes me feel powerful — I love a good debate.")

Handout 7: My Feelings About Conflict (continued)

3. Think about working with a group of parents and staff. When you sense there is conflict, what do you usually do? (For example, "I get very quiet so I don't have to disagree with anyone." Or, "I get very competitive.")

4. Working together as a team means learning to work through conflict together. What would you like the other team members to know about how you deal with conflict? (For example, "When I'm under stress I get defensive.")

5. If you could change two things about how you handle conflict, what would they be?

   1.

   2.

Working Toward Solutions

Outcomes

As a result of this module, participants will be able to:

- Describe a four-step approach to decision making
- Identify a range of potential solutions
- Use consensus to reach a decision
- Establish benchmarks to evaluate decisions

Key Concepts

- Decision making as a group in Head Start is a skill that people can learn and apply in other areas of their lives.
- Although the types of decisions to be made will vary, teams can use the same process or steps to reach a decision.
- Head Start offers many occasions for parents and staff to work together toward a common goal. Even when there is a common goal, there are always many ways of approaching it.

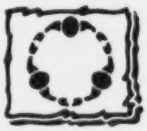
Background Information

Decision-making teams are made of individuals who must keep in check their personal goals in order to help the group meet mutual goals. These individuals realize that the success of what they are doing depends on interdependence rather than independence. Open-mindedness and an interest in the perspectives of the whole group allow them to work toward solutions to the issues that confront them.

In this module, participants in decision-making teams will practice concrete steps to seeking effective solutions. Participants will have an opportunity to increase their knowledge of effective decision-making strategies and examine personal attitudes that contribute to an effective group process. Participants will also enhance their abilities in the areas of collective brainstorming, collaboration with others, compromise, and negotiation.

Module 2

Activity 2-1: Building Bridges



Purpose: This activity introduces the concept that decision making is a process that incorporates a series of steps or skills.

Materials

Handout 8: *Building Bridges*; Overhead 1; overhead projector; screen; two chairs; bridge-building supplies (paper cups, straws, scissors, tape, string, paper clips, construction paper, other arts and crafts materials as needed).

Trainer Preparation Notes:

Provide a wide variety of colorful and fun bridge-building materials. The more materials participants have to choose from, the more decisions they will have to make.

Process

Place two chairs in the center of the room about four feet from each other. These chairs will become the foundation for each side of the bridge. Put the name of a country, Alpha or Omega, on each chair back and bridge-building supplies on the seat of each chair. Each group should have identical supplies to work with in building its portion of the bridge.

Divide participants into two groups and ask them to gather around their chair. Give each of them a copy of Handout 8 and ask them to follow along as you read this story:

> Alpha and Omega are two countries separated by a large river. Each country has a different language and culture. Leaders of the two countries have decided that they should trade goods and ideas. To do this, they need to find an easy way to get across the river. A ferry would not be practical because the river has a very strong current and is often covered in thick fog. So, they have decided to build a bridge. Each country has put together a planning committee. This committee will design and build the bridge from its side of the river.

Explain that the task is for each separate group to build a bridge toward the other group so that the two bridge halves *meet and are as much alike as possible*. Do not offer any other guidelines except to say that only the offered props may be used, the chairs must remain where they are, and the two planning teams must work *independently* of each other.

Explain to the group that there is a set procedure for this task:

1. Each group has **ten minutes** to discuss building the bridge.

2. Each group selects a representative. The representatives meet for **three minutes** to discuss plans.

3. Each group then has **five minutes** to build their portion of the bridge so that the bridge halves meet. Groups must *not* work together.

4. Finally, the bridge will be tested. A penny will be placed at the center of the bridge. If the bridge holds for **one minute**, both groups have succeeded!

Remind participants that your role is time keeper and that you will be *very* strict on deadlines.

Ask if there are any questions. Begin the task.

Trainer Preparation Notes:

Observe carefully during the activity so that in the debriefing you may discuss specific examples.

Debriefing

When the bridge is completed, test it by putting a penny on the center. If the bridge holds for one minute, the groups have succeeded.

Use Overhead 1 and examples you observed while the groups were building their bridge to illustrate the four steps in decision making:

1. **Defining the task.** In this case the task (to build a bridge) was given to them. However, each group still had to define what they were going to do as a team.

2. **Thinking of solutions.** Each group had to explore ideas. Each group also had to decide how to choose an idea, and then choose one.

3. **Carrying out a decision.** Each group had to make a decision as to how construction would proceed. They had to divide up tasks. As the bridge was being built, each group may have had to modify its earlier decision or make new decisions.

4. **Evaluating the decision.** In this case, the evaluation method (using the penny) was given to them. However, if this were a real situation, each group would have to decide how to use the evaluation. That is, they would have to decide whether the evaluation proved that the bridge was safe or that they needed to fix the bridge, build a new bridge, or come up with an entirely new plan.

Ask participants if they have any observations or comments they would like to share.

Complete this activity by stating that these steps, and ways to make decisions, are explored in detail in the activities in this module.

Activity 2-2: Sticky Situations

Purpose: The purpose of this activity is to identify steps in cooperative decision making and apply those steps to solving a family dilemma in such a way that everyone is comfortable with the outcome.

Materials

Handout 9: *Sticky Situations*; pens or pencils.

Process

Offer participants the choice of completing this activity alone or with a partner. Explain that this activity is designed to help them identify the steps that families can go through to make cooperative decisions. Give them copies of Handout 9: *Sticky Situations*. Explain that they can choose one or more of the stories to use when answering the questions on the discussion sheets.

Debriefing

When participants have completed the task, ask them to review the decision-making process and discuss why each of the following steps are important:

1. Defining the task.
2. Thinking of solutions.
3. Carrying out a decision.
4. Evaluating the decision.

Once you have discussed these questions, ask them if there is a practical use for this process in their work in Head Start. Ask if they can think of any supports (for example, training, peer support, mentoring) that would make shared decision making a more comfortable process for them. If the answer is yes, help them to develop a personal plan of action.

Activity 2-3: What Decisions Are We Trying to Make?

Purpose: In this activity, participants will use a three-box analysis as a visual technique to help them focus on the decision they need to make.

Materials

Handout 10: *Deciding Where to Begin*; chart paper; markers; easel.

Process

Begin by reading the following:

> Imagine what it would be like if someone said to you, "Tomorrow is your special day and you can do anything you like. Tell me, what would you like to do?" You begin to list what you would like to do. But each time you make a suggestion, there is a reason (such as not enough money or time) why you cannot do what you want. Imagine how you would feel.
>
> Then imagine this process. Someone says to you, "Tomorrow is your special day and we can do what you would like as long as it is tomorrow afternoon. I can afford either a meal or a movie or something else that costs about the same. What would you like to do?" You make a decision and you make plans together. Imagine how you might feel in this situation.

Ask for a few participants to volunteer how they would feel in both situations. Using their ideas as examples, make the following points:

- At first glance, the first situation seems like a great deal. You have been given total control over a decision. You can do anything you want to do. But you soon find out there are constraints around your decision — things over which you have no control.
- At first glance, it may seem like you have less of a decision to make in the second situation. The constraints (in this case, time and money) limited your options for a decision.

- If you look at both situations together, which one is more respectful toward you? Which one is more likely to leave you feeling that your input is valued?

An important first step for any decision-making team is to answer the question: *What decision are we trying to make?* This may seem like a simple question. But often, teams do not take the time to figure out the starting point for their decision. In other words, they do not take the time to identify the constraints.

This activity uses a three-step process to decide what decisions are within a team's control. It is a way of analyzing a situation to decide where to begin.

Provide participants with copies of Handout 10. Ask them to follow along while you read the story of High Hopes Head Start. After reading the story, explain that their task is to help High Hopes decide where to begin to resolve its situation.

Trainer Preparation Notes:

Create a larger version of page 2 of the handout on chart paper so participants' responses can be seen by the whole group as you record them.

Ask participants to quickly brainstorm answers to the following questions:

- **What are the constraints?** What is firm? What is beyond High Hope's power to change right now? What is not likely to change?

- **What are the strengths?** What is going well? What should High Hopes want to be continued after changes are made?

- **What are the concerns?** What is causing concern but is within the power of High Hopes to change? What might High Hopes want to improve?

Review the lists with participants, making sure that an idea appears on only one list. If the same idea is listed under more than one column, ask the group to decide where it fits best. Then draw an "X" through the constraints list. State that even if these items are concerns, they are beyond High Hope's control to change at this time. Eliminate them from the discussion.

Then ask the group to focus on the items listed under "concerns." Remind participants that the areas of concerns on this list are flexible. That is, they are within the control of High Hopes Head Start to change. Because these are areas of concern that can change, this is a prime area where decision-making efforts can be focused. Ask the group to identify two or three items on the list that they would focus on first — that is, where the decision-making process should begin.

Debriefing

Conclude this activity by reminding participants that there is a third column. It contains areas of strength in the High Hopes situation. Point out that these areas could change as other concerns are addressed. Recognizing strengths can keep them from getting lost as changes are made.

Trainer Preparation Notes:

You may want to extend this activity by having participants divide into small groups and focus on a real life issue. Have them begin by brainstorming all the information they know about the issue. Then have them use page 2 of the handout to organize the information and select a starting point for the team's decision-making efforts.

Activity 2-4: Identifying Solutions

Purpose: In this activity, participants will practice brainstorming a range of possible solutions to a problem and reaching a decision through consensus.

Materials

Handout 11: *Identifying Solutions*; pens or pencils.

Process

Begin by stating that most problems have more than one solution. The challenge for teams is to find the best solutions for their particular problems through a process that benefits everyone.

State that "consensus" is a term sometimes used to describe how a decision is reached. Simply put, consensus means general agreement. Even if everyone does not *fully* agree to every aspect of the decision, everyone has agreed that they can accept or live with the decision.

Another term for consensus is a "win/win" decision. "Win/win" means that agreements or solutions are mutually beneficial and mutually satisfying.[1]

The goal of making decisions as a team is to reach a decision that all parties can feel good about and be committed to.

Divide participants into small groups. Explain that they have the task of identifying and prioritizing a range of possible solutions to a problem. Use Handout 11 or have participants work on an actual problem that has brought them together as a team. Suggest that teams begin by brainstorming a list of potential solutions.

Have the small groups each select a group recorder.

Allow 20-25 minutes for discussion. Bring the entire group back together. Ask each group recorder to summarize the following:

- A statement of the group's problem (for example, "we used Handout 11" or "we decided to work on issue 'X'"),
- The process the group used to come to a decision, and
- The decision itself.

Debriefing

As each recorder finishes his or her presentation, ask all the members in that team if they can accept their decision. If some team members say no, ask the group if it could have reached consensus with more time.

Refer participants to page 2 of Handout 11 and review the points. Sum up the activity by stating that sometimes it may take longer to reach a win/win decision. It helps to remember that the **process** of making the decision can often be as important as the **product** (the decision itself).

[1] Stephen R. Covey's *The Seven Habits of Highly Effective People.*

Activity 2-5: Benchmarks

Purpose: This workshop will highlight the need for evaluation as part of making effective decisions. Participants will practice developing benchmarks, which can be used to determine whether decisions are carried out effectively.

Materials

Handout 12: *Program Changes;* pens or pencils; chart paper; markers; tape.

Process

Explain to the group that in any Head Start program, decisions are continually being made to ensure ongoing program quality. Two examples are presented in Handout 12. Ask participants to form two groups and assign one story from the handout to each group. Ask the groups to read the story and then discuss the questions that appear on the third page of the Handout.

Allow 15 minutes for the groups to discuss the stories and create the benchmarks they would use. Have each group write its benchmarks on chart paper.

Bring everyone together and ask each group to post its list of benchmarks and give a summary of its discussion. Note any similarities or differences between the benchmarks they developed.

Discuss how this technique can be used in staff/parent work groups in their own program.

Debriefing

A well-functioning group looks back at decisions and then uses the information they gather to make new decisions.

Explain that one way to establish if a decision is a good one is to define the "benchmarks" that should be reached if the decision is effective. Establishing measurable benchmarks allows the group to look back and determine if it made a good decision. For example, in Story 1 the search team might set a benchmark of maintaining or increasing participation in monthly social activities at the new site. The effectiveness of their decision can then be measured in terms of how participation is affected.

Activity 2-6: Decision Making in Action

Purpose: In this activity individuals or pairs of participants will observe and analyze a decision-making group that they are involved in outside of the Head Start program.

Materials

Handout 13: *Participant Observations.*

Process

Talk with participants about their particular interests outside of the Head Start program. Let them know that in this training activity, you would like them to observe decision making as it is done in other groups with which they are acquainted. If they need prompting to think of a group they are involved in that they could observe, give some examples of the different types of groups in the community:

- Civic minded (for example, a neighborhood watch or safety patrol)
- Education oriented (for example, a parent-teacher committee at the local school)
- Cultural (for example, a band or dance group or church choir)
- Spiritual (for example, a religious outreach group)
- Socially minded (for example, a club or adult education class)

As you discuss the different types of groups, ask the participants to identify one group in which they are involved. After they have identified the group, distribute Handout 13: *Participant Observations.* Let them know that they will be both participants within the group and observers of that group's decision making process. Read the directions together and talk about when they will have an opportunity to complete the observation. Find out if there are any questions and set a date to come back together to discuss their observations.

Debriefing

Ask the participants to begin by sharing how it felt not only to participate but also to actively observe the decision-making process in a group. Ask them if they observed anything that was a surprise or if they found something particularly interesting.

Activity 2-7: Personal and Group Process

Purpose: This activity gives individuals an opportunity to reflect on their work within a team. Participants will evaluate both their own and their team's effectiveness.

Materials

Handout 14: *Personal and Group Inventory*; pens or pencils.

Process

Let participants know that they will be completing an inventory based on their experience as part of a decision-making team. Emphasize that this exercise is for their own personal reflection and that they will not be required to share their answers from the inventory with anyone.

> **Coach Preparation Notes:**
>
> If participants are willing to work in pairs, encourage them to do so. They may gain more by discussing the inventory items with a colleague.

Explain that they will begin by examining their own *personal perspectives* and then reflect upon *group dynamics*. They will then use the results of their insights to reflect upon specific suggestions to improve team decision making.

Debriefing

Ask participants the following:

- What did you learn about yourself from completing this inventory?
- How did your partner assist you to make use of this information?
- What suggestions do you have for improving decision making on your team?

Next Steps: Ideas to Extend Practice

- Now that the team has had an opportunity to work together on decisions, take the time to assess how members feel about the process. Are there hopes, expectations, anxieties, and/or concerns that people had coming into the process that have been addressed? If so, what happened to help them address their issues? If not, what does the team need to attend to?

- Identify an issue or problem that you will be asked to make a decision about in the next month. It can be one that is related to either work or home. Use Handout 10 to analyze the problem.

- Think of an issue that came up recently in your Head Start program where the decision reached was less than satisfactory for you. What about the decision-making process did not work? Were solutions sought from everyone concerned and was there a clear plan for implementation and follow-up? Review the steps of decision making and envision how the next decision could be made differently. What will be your role in making sure that happens?

- Think about a decision-making group to which you belong. See if that group is willing to assess how it is functioning. Suggest that team members use the Group Process piece of Handout 14. After everyone finishes the inventory, the group can select one or two areas to work toward improving.

Overhead 1

Steps in Decision Making:

1. Defining the task.
2. Thinking of solutions.
3. Carrying out a decision.
4. Evaluating the decision.

Handout 8: Building Bridges

Alpha and Omega are two countries separated by a large river. Each country has a different language and culture. Leaders of the two countries have decided that they should trade goods and ideas. To do this, they need to find an easy way to get across the river. A ferry would not be practical because the river has a very strong current and is often covered in thick fog. So, they have decided to build a bridge. Each country has put together a planning committee. This committee will design and build the bridge from its side of the river.

Your Task:

To build a bridge toward your neighbor so that your half of the bridge and their half meet and are as much alike as possible.

Steps:

1. Each group has ten minutes to discuss building the bridge.
2. Each group selects a representative. The representatives meet for three minutes to discuss plans.
3. Each group then has five minutes to build its portion of the bridge so that the bridge halves meet. (Groups must not work together.)
4. The bridge will be tested. A penny will be placed at the center of the bridge. If the bridge holds for one minute, both groups have succeeded!

Handout 9: Sticky Situations

Instructions: Read the three stories. Then answer the questions on the discussion sheet for one or more stories.

Story A: The Perez Family Outing

Rosa promised her two children a special outing at the end of the month. Everyone has been looking forward to it. Rosa has saved $25 for it. Juan (age 10) put in $3 he earned for feeding his neighbor's cat. Maria (age 4) put in 50 cents she earned by taking soda cans back to the store.

Everyone has his or her own idea for how to spend the money. Rosa would like to go to the park where they could rent bikes for the afternoon, have a picnic, and get ice cream. She feels that they do not get enough exercise, so this is a good way to do something healthy and fun.

Juan really wants to see the new movie that is at the local theater. His friends have seen it and he is feeling left out. The movie is rated PG-13. Rosa does not want Maria to see the violence she knows is in the movie. She does know how important the movie is to Juan.

Maria wants nothing more than to go to the fast food restaurant where they are giving away a toy with the purchase of a special meal. She really wants that toy. She believes everyone in the family would love to have the toy as much as she would.

Handout 9: Sticky Situations (continued)

Story B: The Smith Family

The Smith family has been busy all summer. Ms. Smith has worked long hours attending a job training program. Jake (age 8) and Michael (age 4) have been going back and forth between daycare and Grandma's. Ms. Smith knew this would be a stressful time for the family and she promised that, at the end of the summer, they could have a special family outing. She has been putting aside any extra money she could for this. She has saved $50.

A friend from the training program likes to camp and has invited the Smiths to come along for a weekend. Mrs. Smith remembers camping as a child and would love to introduce the boys to it. Besides, she really needs to get away and have some peace and quiet before the school year begins. The special outing fund will be enough for the trip. She has her heart set on going, and her friend's family will help with the boys.

The fair is coming to town. The Smiths could not go last year because of the cost. Jake has been dreaming about the rides and the special treats. Michael, who wants to be just like his big brother, is also set to go to the fair. Many of their friends are going (or at least talking about it). Both boys want their special outing to be a night at the fair.

Jake insists that camping would be boring and he does not want to go. He knows he will hate it. Michael says he is afraid of wild animals.

Watching two kids at a crowded fair is not something Ms. Smith wants to do. She is tired of crowds and noise. Besides, she thinks that $50 for three people will not go far at a fair. She does not want to be in the position of saying no again.

Handout 9: Sticky Situations (continued)

Story C: Lunch with the Johnsons

Rodney is a single parent with two children, Yolanda (age 4) and Nickie (age 2). His mother lives with them and takes care of the girls when he works and goes to his training course. Yolanda is a very picky eater. Grammy gives her whatever she will eat because she believes it is important that the child eat. Grammy also feels that it is wrong to waste food. Rodney has learned about nutrition from a parenting education course and from the family service worker. He wants his children to eat foods that are good for them so they can grow strong and healthy.

Yesterday, Yolanda ate marshmallow fluff on toast and chocolate cookies for lunch and again for dinner. She drank only orange soda. When Rodney prepared a healthy meal, Yolanda refused to eat it. Her little sister is beginning to follow her example.

Rodney is tempted to give in to his daughter's desires. He wonders if his mother is right when she says eating anything is better than not eating. However, he knows that his children need to be eating better.

Grammy is insulted that Rodney thinks he knows better than she does. She went hungry many times as a young child. She does not want her grandchildren going through that.

Yolanda likes sweet food and thinks milk tastes yucky. She cannot understand why her father is making such a big deal about food all of a sudden.

Handout 9: Sticky Situations (continued)

Discussion Sheet

1. What decision needs to be made?

Story A —

Story B —

Story C —

2. Who should make this decision, the parent or the family as a group? Why?

Story A —

Story B —

Story C —

3. What do we already know about this problem? What cannot be changed?

Story A —

Story B —

Story C —

Handout 9: Sticky Situations (continued)

4. Pick one story and come up with some solutions.

Story A B C (circle one) List all the possible solutions you can think of and then fill in the pros and cons.	**Pros** List why the parent or other family members might like this solution.	**Cons** List why the parent or other family members might not like this solution.

Use another piece of paper if you need more room

5. Put a check mark (✔) next to the solution you think is best. What should happen or change if this is a good decision?

Handout 10: Deciding Where to Begin

High Hopes Head Start wants to provide bus service to any family that wishes to have it. The local law states that any time more than six children under the age of five are in a vehicle run by a licensed child care center, there must be one adult present in addition to the bus driver. Each six children adds the need for one more adult. The transportation committee wants to make sure they have enough adults on board each morning and afternoon. There are 85 children in the program needing bus service, so there is a need for 13 adults. This year the program asked each parent to volunteer as bus monitor for a month. The advantage of this plan is that it provides an opportunity for parents to get involved. Also, by using parent volunteers instead of paid bus monitors, there is more money available for family activities. However, some parents have said they cannot volunteer. Also, a few have failed to show up on their assigned days. A parent has suggested that staff work more hours as bus monitors. Everyone wants to make sure that children in the program have safe transportation.

Instructions: Use page 2 of this handout to pinpoint the decision that needs to be made by the transportation committee of High Hopes Head Start. As a group, discuss these questions:

1. What are the **constraints**? Look for issues that are beyond the power of High Hopes to change right now.

2. What are the **strengths**? Look for what is working well and what High Hopes should continue doing.

3. What are the **concerns**? Look for what is causing concern but is within the power of High Hopes to change.

Handout 10: Deciding Where to Begin (continued)

Constraints What is firm? What is beyond our power to change right now? What is not likely to change?	**Strengths** What is going well? What do we want to be sure continues after we make changes?	**Concerns** What is causing concern but is within our power to change? What do we want to improve?

Handout 11: Identifying Solutions

A local liquor store owner has heard about your program and would like to make a donation to the parent fund. He has said that you may use the $700 check any way you want, but that it must be for parents in the community. He also expects that, if you use the money, you will let everyone know that his liquor store is the sponsor. Your program could use the money. However, you are concerned that having a liquor store as a sponsor may send the wrong message.

Instructions: Brainstorm a list of solutions. After you have listed your ideas, answer the questions at right. Put a checkmark (✔) next to any solution where everyone wins.

Possible Solutions	Who will benefit (win) if we select this solution?	Who will not benefit (lose) by this solution?

Use another piece of paper if you need more room

Handout 11: Identifying Solutions (continued)

What Does Consensus Mean?

A **consensus** is a decision reached by general agreement. Even if everyone does not fully agree to every aspect of the decision reached by consensus, they all agree to accept or live with the decision.

Reaching a consensus may mean coming up with a solution no one has thought of before.

- It can take a lot of time for a team to reach a consensus. It also requires a lot of energy and imagination to find a solution that takes into account everyone's beliefs and needs.

In a consensus, the best solution for the situation is made with input from all.

- Consensus is not total agreement of the team. However, in a consensus everyone supports the team's decision because they were involved in the process.

Alternative ideas are welcomed in the consensus process.

- Creativity is very helpful to consensus decision making. Teams that have the time to explore different ideas will often reach better decisions because more options are considered.

Consensus is not necessary for all decisions made by the team.

- Important decisions that require support from the people who will put them into action should be decided by consensus. Some less important decisions are better left to an individual or a small group. Sorting out which decisions require consensus is a skill that a team can learn.

Handout 12: Program Changes

Instructions: Read one story from the handout. Discuss solutions to the problem in the story. Then complete the "Benchmarks" page of the handout.

Story 1: West Side Head Start

For the past nine years, West Side Head Start has leased a church basement to house its home-based program. The lease is now about to expire. The program needs to look for a better space that can be used for monthly social activities, for the home educators' offices, and for storage of materials.

The director knows that a decision must be made right away. She does not want the home-based program to lose any service time because of the move. She puts together a search team that includes parents and staff members. This team looks at the program's needs assessment. It gathers ideas from parents, staff, and community members. It also visits several sites.

One site is an unused building four miles from the current location. The space is large and Head Start will have it all to itself. The rent is lower than the program now pays. The cost to bus children once a month for social activities will be no more than the difference between the old rent and the new lower rent.

Another site is an unused wing of the local elementary school. It is within the community served by the program. However, the rent is slightly higher than what the program now pays, and the space is much smaller. It would be hard to hold parent and child activities at this location.

The search team surveys the parents of children who will be in the home-based program next year. It learns that parents feel their children would be safer if they stayed within a few blocks of their homes instead of traveling to a new building by bus.

Handout 12: Program Changes (continued)

Story 2: Quality Connections Head Start

The Quality Connections Head Start wants to get more male family members involved. A planning group has been formed to look at this issue and suggest targeted male involvement activities.

The group begins by looking at where the program already has links to men in the community. Some of the men from Head Start families work at factories and other businesses in the community that partner with the program. However, the planning group feels that it is also important to reach out to other male family members. These would include men who are working on their own, unemployed, looking for work, or taking care of children at home.

The committee is aware that many men see the parent involvement program as a "women's thing." They also realize that while fathers in the community are dealing with many of the same issues that affect mothers, men may deal with these issues differently than women do. The challenge the committee faces is to find a solution that will meet the specific needs of men in their program.

A single father on the planning group has an idea for an ongoing series of seminars for men with children. The goal would be to discuss and plan family activities at the center. An uncle of two children in the program who belongs to a community group called Significant Male Mentors suggests a conference on "significant men and the future of our children." The planning group is considering both proposals.

Handout 12: Program Changes (continued)

Benchmarks

1. When a decision is made, how will the team know it has made a good decision?

2. What is the decision that was made by the group?

3. What are three things you would expect to see happen or change if this is a good decision?

   -
   -
   -

   The items you have listed above are benchmarks. They are measures to help groups evaluate decisions. Post them on chart paper.

4. What can you expect to happen or change if this is *not* a good decision?

5. How long would it take for you to see that the decision is working or not?

6. How should the group monitor progress?

Handout 13: Participant Observations

1. Identify a group that you work with on a regular basis and would like to observe:

2. What approach was used in making decisions? Did the group take clear steps (defining the task, thinking of solutions, carrying out a decision, and evaluating the decision)?

3. When did the group, rather than an individual, make a decision? When did the opposite occur?

4. How did the group evaluate its decisions?

5. How were your observations similar to or different from what you expected?

6. What question would you like to discuss with your coach/supervisor?

Handout 14: Personal and Group Inventory

Instructions: Read each statement. Check the box which indicates how often each of the following occurs in your personal experience on a decision-making team.

Personal Perspective	Rarely	Sometimes	Often
1. I value and seek out the ideas of others.			
2. I am creative in searching for new and better ideas or solutions.			
3. I prefer to have everyone take part in thinking of solutions for the group.			
4. I try to see things from the other person's point of view, not just my own.			
5. I open discussions with people of different viewpoints so we can work together effectively.			
6. I focus my efforts on things I can change rather than on things beyond my control.			
7. At meetings I am able to set limits, accept responsibilities, and follow through on goals.			
8. I focus on the decision-making task at hand without needing to rehash earlier discussions.			
9. When working on a task, I keep in mind the concerns and needs of others.			
10. I can accept feedback without getting upset with other team members.			
11. I am able to look back at decisions and evaluate their effectiveness.			
12. I am comfortable with conflicting opinions and trust that they can be worked through.			

Handout 14: Personal and Group Inventory (continued)

Instructions: Read each statement. Check the box which indicates how often each of the following occurs in the experience of the decision-making group:

Group Dynamics	Rarely	Sometimes	Often
1. Members of the group use "we" more than "I."			
2. When new ideas are introduced, there is a lot of interest in how they might work.			
3. Decisions are made by compromise or consensus.			
4. There is openness and a high level of sharing within the group.			
5. Regardless of viewpoint, everyone participates in and contributes to discussions.			
6. The group feels it has the ability to make positive change and follows through on its plans.			
7. Group members follow the ground rules, so meetings are productive.			
8. The group is clear about the steps in making a decision and remains focused at each stage.			
9. All team members take responsibility for making sure everyone is included.			
10. People are open to feedback on their ideas.			
11. The group sets criteria to help it evaluate the effectiveness of decisions it has made.			
12. Conflicts are effectively managed within the group, and there is a great deal of trust.			

Handout 14: Personal and Group Inventory (continued)

Instructions: Respond to the following questions in light of your answers to the inventory you completed.

1. What are your personal strengths in working with the decision-making team?

2. In which areas do you feel you could improve?

3. What are the strengths of the team as a whole?

4. Where could the team improve?

5. Look back at the two sections of the inventory, Personal Perspectives and Group Dynamics. Note all of the areas in which you were able to work effectively. Compare these to places where the group had difficulties. Are there any suggestions you could offer to the group based on your personal skills and knowledge?

Ongoing Partnerships

Outcomes

As a result of completing this module, participants will be able to:

- Analyze how parents are currently involved in making decisions that affect the Head Start program
- Broaden opportunities for parents to become partners in making decisions
- Create a plan for developing partnership teams

Key Concepts

- Working in partnership with parents to make meaningful decisions helps to ensure that programs stay responsive to the interests and needs of the families within the Head Start community.
- Working in partnership with parents to make decisions also helps to build ownership in the decision itself. This makes it easier to carry out the decision.
- A partnership approach provides both parents and staff with opportunities to learn more about each other and, in the process, acquire and practice skills that can be used at home, at work, and in the community.
- The challenge for staff is to provide **more** opportunities for **more** parents to make decisions and to ensure that these opportunities are inviting and meaningful.

Background Information

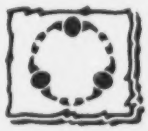
The staff and parent decision-making process is an ongoing partnership that requires a great deal of initiative and persistence from participants. Partners in decision making need to have:

- A clear understanding of the end they want to achieve and a plan for each step to get there, and
- A commitment to include everyone who will be affected by the decision.

Head Start programs have traditionally been leaders in bringing parents into the decision-making process. The challenge for programs is to make **more** opportunities for **more** parents to make decisions and to ensure that these opportunities are inviting and meaningful.

Module 3

Activity 3-1: Valuing Partnerships with Parents



Purpose: Through this activity, staff will recognize that parents become involved in decision-making partnership for a variety of reasons, all of which relate to their own values and sense of belonging.

Materials

Overhead 2: *Parents Need to Feel Valued...*; overhead projector; screen.

Process

Begin by stating that for Head Start programs to involve parents in decision-making partnerships, staff, and parents need to see the value in doing so. In this activity, participants will have an opportunity to see why parents become involved in partnerships with program staff.

Place Overhead 2 on an overhead projector (or post the sentence below on chart paper):

Parents need to feel valued before they are going to commit their valuable time.

First ask the parents participating in the training session to respond to the sentence. Encourage them by asking questions such as:

- Well, here you are... what made you get involved in this group?
- Why do you spend your time working with this Head Start program?
- What made the difference to you or why did you decide to join in this partnership?

Parents may speak generally of things in the program that were positive for them, such as:

- "Head Start's work with children matched my goals for my own kids."
- "The program builds my self esteem and offers me the opportunity to grow."
- "When I saw that I could play a role in my child's education I overcame a lot of shyness."

Or, they may describe specific events that drew them in, such as:

- "When I came to my first meeting, I felt welcomed because staff recognized me by name."

- "During enrollment, I was allowed to make decisions early on which let me know what it would be like to work with the program."
- "I heard a neighbor's child speaking and I had never heard a four-year-old talk so well. When I found out that she was in Head Start I wanted to get involved with my children."

As parents respond, notice the reactions among the staff. Also note similarities and differences in what parents say.

Next, direct your questions to staff to find out what they learned during this exercise. Ask them:

- Was there anything that surprised you about what parents said?
- How do you see your role in making these important connections happen within the Head Start program?
- Is there anything new that you can think of to help draw parents into decision-making partnerships with you?

Debriefing

End the activity by stating that there are practically as many ways to invite parents into decision-making partnerships as there are parents — each person's values and sense of what is appealing is different. Therefore, programs need to continually *ask* parents what is appealing to them and look for opportunities that match their interests.

Encourage participants to increase the involvement of parents in the decision-making process by completing one or all of the activities recommended in the *Next Steps* for this module.

Activity 3-2: Who's Right to Invite?

Purpose: This activity will assist participants in selecting members for a decision-making team and in team planning.

Materials

Handout 15: *The Take Home Reading Program*; pens or pencils.

Process

Give participants the option of completing this exercise by themselves or with a partner. Tell them that this exercise is to help them think about how to create a decision-making team that represents everyone who has a

stake in the decision, that is, those who will be affected by the decision. Such people are often referred to as "stakeholders." Direct participants to read the story. When they have read it through, lead a discussion on the following questions:

1. Are there any other ideas you can add to the list?
2. Who can help answer the questions on this list?
3. Who will be affected by the take-home reading program?
4. Whose help will be needed to do the take-home reading program?
5. Who would you include on the planning team?

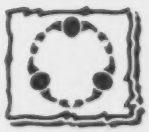
Note that for the last question, participants are not being asked to identify specific individuals by name, but rather types of individuals, such as working parents, fathers, family workers, or teachers.

Debriefing

Summarize the activity by discussing the following:

- Working in partnership with parents to make decisions helps to ensure that programs stay responsive to the interests and needs of the families within the Head Start community.
- Involving parents in making decisions helps to smooth the way for carrying out those decisions.
- A partnership approach provides both parents and staff with opportunities to learn more about each other and, in the process, acquire and practice skills that can be used at home, at work, and in the community.

Activity 3-3: Decisions, Decisions, Decisions



Purpose: The purpose of this activity is assist participants in identifying how they currently involve parents in decisions that affect the Head Start program.

Materials

Handout 16: *Analyzing Partnerships*; Handout 17: *Planning for Partnerships*; pens or pencils; chart paper; tape; markers; large supply of sticky dots in three distinctive colors.

Process

Introduce this activity by stating that most Head Start programs already involve *some* parents as partners in decision-making efforts for *some* activities. The challenge is to provide more staff and more parents with more opportunities to work together and build stronger partnerships. The first step in meeting this challenge is to recognize where partnerships already exist. Then they can identify opportunities that may have been overlooked.

Begin the first part of this activity by asking the group to brainstorm answers to the following question:

In addition to decisions made by the Policy Council, what types of program decisions were made this past month?

Examples you may hear include: choosing books for the classroom, planning a family activity night, selecting a site for home-based socialization activities, or selecting a mental health consultant. Write their responses on chart paper.

When the group has finished brainstorming, ask participants to take a moment to review their list. Acknowledge that although every decision listed is important because it can affect parents, staff, and/or children in the program, the next task for the group is to select three of the decisions from the list that they feel are the most important.

Provide each participant with three sticky dots, each of a different color (for example, one blue, one red, and one green) and assign a place order for the colors (for example, blue is #1, red is #2, and green is #3). Ask participants to think about the decisions listed on the chart paper and be ready to vote for what they think are the top three decisions listed on the chart paper. Ask them to place color #1 by their first choice, color #2 by their second, and color #3 by their third.

Review the voting results with participants and identify the top decisions as voted on by the group. Ask for volunteers from the group to explain their reasons for voting as they did. Allow enough time for discussion so that participants have ample opportunity to express their views and to hear the perspectives of others.

When discussion winds down, bring this part of the activity to a close by once again identifying the top three decisions from the list. Ask participants if there is **consensus** among the group (that is, can everyone still support the group's selection?) or whether participants feel they need to vote again now that they have had a chance to hear and discuss other perspectives. Remind participants that revoting is acceptable and does not mean they were wrong on the first vote, but sometimes coming to **consensus** can take time. Repeat the voting exercise if necessary.

Provide participants with copies of Handout 16: *Analyzing Partnerships*. Divide into three work groups and assign each of the work groups one of the three decisions. Explain that their task as a work group is to use the questions on Handout 16 to help analyze how parents were involved in making the decision. Ask each group to identify a recorder who will be responsible for reporting on the group's discussion. Ask if there are any questions. If there are none, ask each group to begin. Allow 30-40 minutes for small group discussions.

Reconvene the large group and ask the recorders to report the highlights of their small group discussions. Allow time for participants to ask questions of other groups. Summarize this part of the activity by asking participants to respond to the following:

- Overall, how well do you involve parents as partners in decision making?
- What do you do well? That is, what strategies are your strengths?
- How can you improve? That is, what could you do differently?

Ask participants to brainstorm answers to the following:

- In addition to decisions made by the Policy Council, what types of program decisions will need to be made in the next two to three months?

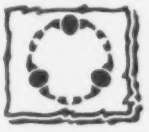
Write responses on chart paper. Ask participants to take a moment to review the list and then ask them to vote for what they think are the three most important upcoming decisions. Use the same procedure as in the beginning of this activity. Once everyone has voted, tally the results and identify the top three decisions.

Direct participants to return to their work groups and assign each group one of the top upcoming decisions. Ask them to use Handout 17: *Planning for Partnerships* to plan how they will involve parents in making the decision. Remind the group to consider what has proven to work well and what areas need improvement when planning decision-making opportunities. Have each group select a recorder and begin. Allow small groups 30-45 minutes for discussion and planning.

Debriefing

Conclude the activity by asking volunteers from each work group to provide a five-minute overview of where they are in their planning process.

Activity 3-4: Spreading the News



Purpose: This activity has participants profile one of the ways their program involves parents in decision-making teams. Participants will use the information to publicize the concept of partnership to other parents.

Materials

Handout 18: *Spreading the News*; stenographer's notebook; index cards; pens or pencils; paper; access to in-kind and meeting records.

Process

Suggest participants work in small groups of three to five to complete this exercise. To balance perspectives, groups should consist of a mixture of parents and staff.

Begin by stating that opportunities for staff and parents to work together in making decisions have always been a part of the Head Start program. Sometimes decision-making partnerships consist of two individuals (for example, a parent and staff member) and sometimes they consist of a group of people (for example, parent committees). State that both types of partnership opportunities exist in all Head Start programs, but that the quality and extent of program practices can vary.

Explain that in this activity, they will be asked to become investigative reporters. They will be reporting on **how** their program involves parents and staff as partners in making decisions. Like all reporters, they will have three tasks to complete:

1. Conduct background research — gather some facts for their story.

2. Gather the human interest point of view — interview some parents and staff who have worked on decision-making teams.

3. Write a story— create an article for their program's newsletter or create a flyer that helps explain the opportunities their program has to offer.

Briefly review the directions on the handout and ask if there are any questions. Lead a discussion with the group to decide how they want to proceed with this task (timelines, other resources or supports they will need, etc.). Remind participants that this is a team effort. It will require them to make a number of team decisions.

Coach Preparation Notes:

It is very important to work with the group to decide how much and what type of support they will need from you at each of the steps. For example, they may need your help to obtain in-kind records of committee meetings, identify parents and staff to interview, and/or to review their article. You may also want to provide them with information on writing for parents contained in Module 3 of the Head Start Training Guide, *Communicating with Parents.*

Debriefing

When the group has completed the entire activity, bring them back together to discuss the following questions:

- What surprised you the most about your program's decision-making partnerships?
- What does the program do well?
- Are there any areas you would suggest be improved?
- How can you use your reporting skills for other activities?

Next Steps: Ideas to Extend Practice

- Use the process outlined in Activity 3-1 to organize a discussion with parents on how they feel about becoming partners in making decisions. Use the information you get to make opportunities more inviting and accessible to more parents.
- Make an effort to invite one new parent and staff person each time a new committee is formed.

Overhead 2

Parents need to feel *valued* before they are going to commit their *valuable* time.

Handout 15: The Take-Home Reading Program

Instructions: Read the story below, then answer the questions on the next page.

A teacher and two parents who volunteer in the classroom were having lunch one day. They began to talk about ways to support reading in the home. One idea was for "take-home" reading activities. Each activity would be sent home in a tote bag. The bags would each contain a book and instructions and materials for parent-child activities related to the book. The tote bags would go home with each child on Mondays and come back on Thursdays. Staff and parent volunteers would then have Fridays to repack the bags for the next week. There would be enough tote bags so that every child could bring home a different one for twenty weeks.

The group felt that this project could cost a lot and take a lot of time. They felt that more people needed to be involved in planning, to develop the idea and to make sure it was accepted. They decided to think of all the questions that the planning team would need to answer. After brainstorming, they came up with these questions:

1. How will we select books?
2. How will we select and create activities?
3. Do parents want tote bags to come home during the week or over the weekend?
4. Who will volunteer to make the tote bags?
5. What is the best way to have the activity sheets copied?
6. Should the program start small, with fewer tote bags that children get to keep at home longer? Or should it start only after there are enough tote bags to send a new one home every week?

Handout 15: The Take-Home Reading Program (continued)

1. Are there any other ideas you can add to the list?

2. Who can help answer the questions on this list?

3. Who will be affected by the take-home reading program?

4. Whose help will be needed for the take-home reading program?

5. Who would you include on the planning team?

Handout 16: Analyzing Partnerships

Decision: _____

STAGE ONE	STAGE TWO	STAGE THREE
We involved parents in defining the problem and identifying possible solutions by:	We involved parents in carrying out the decision by:	We involved parents in reviewing or evaluating the decision by:

Handout 16: Analyzing Partnerships (continued)

Discussion Questions

1. How well are we involving parents in all stages of making decisions? Do we involve parents in some stages and not others? Do we involve parents only in those stages where we are required to by Head Start Program Performance Standards?

2. Do we have representation from a broad range of parents in all the stages? Do we rely on a few parents to represent all parents? Are there some parent perspectives (such as working parents or fathers) who are under represented?

3. What do we see as our strengths?

4. Where can we make immediate improvements?

Handout 17: Planning for Partnerships

Decision: _____

STAGE ONE	STAGE TWO	STAGE THREE
We will involve parents in defining the problem and identifying possible solutions by:	We will involve parents in carrying out the decision by:	We will involve parents in evaluating the decision by:

Handout 17: Planning for Partnerships (continued)

Discussion Questions

1. How well are we involving parents in all stages of making decisions? Do we involve parents in some stages and not others? Do we involve parents only in those stages where we are required to by Head Start rules?

2. Do we have broad representation from a diversity of parents in all the stages? Do we rely on a few parents to represent all parents? Are there some parent perspectives (such as working parents or fathers) who are under represented?

3. What do we see as our strengths?

4. Where can we make immediate improvements?

Handout 17: Planning for Partnerships (continued)

Instructions: Review the tasks you listed on the first page of this handout and map out the steps you will need to take to make each step happen. For each step, identify who is responsible and what supports will be needed to get it done.

Steps to accomplish this task	Who will accomplish it? When?	What supports will they need?	How will we know we have been successful? (What benchmarks will we use?)
1.			
2.			
3.			

Handout 18: Spreading the News

Task: Profile one of the ways that your program involves parents in a decision-making team. You will use this profile to inform other parents about opportunities to get involved in decision making.

Part I: Do Background Research

Gather information about how decisions are made in your Head Start program. This might be information about:

- Events, meetings, or committees.
- Program decision-making policies and practices.
- People who have been involved in decisions.
- Significant decisions and their impact.

Step 1: Brainstorm possible sources for information. For example, you might review:

- Your program's in-kind records to identify when committee meetings were held and who attended.
- Your program's newsletters, calendars, or other print materials.
- The Head Start Program Performance Standards (to identify areas where parents must be included in making decisions).

Use chart paper to list all the possible sources for information. Decide what information you want and can get, and who will be responsible to collect it. Set a time and place to meet again.

Step 2: Decide as a group how you will review your material. For example, you may want to read all the information as a group and discuss it together. Or, you may want to assign each team member different material to read.

Step 3: Focus in on a good story to tell. Your story may be about an important decision that has been made, or about the process that a committee uses to make decisions. Or, it may be about one person's experience taking part in a decision-making team. When you have decided on the "angle" for your story, decide which of the resources that you have collected is relevant. Collect other resources as needed to tell the story.

Step 4: Come back together as a group. As you review your resource material, look for facts that are relevant to your story topic. Summarize these facts on index cards.

Handout 18: Spreading the News (continued)

Part II: Add Points of View

Most good stories have a "human interest" angle. That is, they contain information about, or quotes from, people who are actually involved in the story. This makes stories more interesting and appealing. This is especially true if readers can identify with the people featured in the story.

Step 1: Make a list of people involved in your story. As a group, decide which of these people to interview.

Step 2: Brainstorm a list of interview questions. For example:

- What made you get involved?
- What process did the team use to make a decision?
- How did your team measure the effectiveness of its decisions?
- What would you tell other parents (or staff) who are interested in becoming part of a decision-making team?

Select five to eight of the best questions and put them in a logical order. Use this list of questions when you interview your subjects.

Step 3: Make a plan for interviewing. For example:

- Assign interviewers. You may choose to interview in pairs. In this case, one person could ask the questions while the other takes notes.
- Decide who will contact the subjects to arrange for the interview.
- Set a deadline for completing the interviews.
- Decide whether and how to take pictures of the people you interview.

Step 4: Conduct the interviews. Ask permission to use pictures or direct quotes from people you interview. Ask for the correct spelling of any names and titles.

Step 5: Come back together as a group. As you review your interview material, look for facts or quotes that are relevant to your story topic. Summarize the facts and write the quotes on index cards.

Handout 18: Spreading the News (continued)

Part III: Create a Story

There are many ways to tell a story. For example, you can:

- Write a story for your program newsletter or local paper/
- Create a storybook of pictures and information/
- Tell your story through video/
- Design a poster that recruits new members to the decision-making team.

Step 1: As you consider different ways to tell your story, think about:

- The resources (money, people, materials) that you would need.
- Its appeal for your audience.
- The long-term usefulness.
- How you will deliver it to your audience.

You may want to ask parents and staff from outside your group for their opinions.

Step 2: Produce your story. Use the information and quotes from your index cards to create your story. Your story should answer these questions: Who? What? When? Where? Why? and How?

Step 3: Ask other parents and staff to review a draft of your story. Their feedback can make it even better. Work with your coach to finalize the story. Then, make plans to deliver it to your audience.

Step 4: Decide how you will know if your story was effective. In other words, set benchmarks and make a plan for measuring success.

Continuing Professional Development

Working in partnership to make decisions is an ongoing process. Staff and parents can continually build their knowledge of how groups work toward positive solutions in the community. One way to acquire this knowledge is to work with professional and business organizations that offer short courses and workshops on topics that may assist decision-making teams. They may be able to assist your partnership team with essential tasks such as:

- Strategic planning.
- Team building.
- Leadership development.

Another approach is to get actively involved with formal policy and advisory bodies in the local community. Such bodies include but are not limited to:

- Community Advisory Boards.
- City or County Councils.
- Local School Boards.

Head Start parents and staff can coordinate efforts to attend meetings, provide input, and help generate solutions. By observing how decisions are implemented, staff and parents will be able to evaluate the impact policy decisions may have on the Head Start community. Working together, staff and parents can play a vital role in making decisions both within their centers and in the wider community.

The skills that staff develop in decision-making partnerships with parents are parallel to the skills needed in supervisory, monitoring and collaborative roles at Head Start. Colleges and universities offer courses and seminars that can assist program staff to further develop these skills. Local college departments of psychology, education, and public administration offer courses in the following areas of study:

- *Group Dynamics*: Individual relationships to groups and larger social systems; often taught as an interactive workshop.
- *Organizational Behavior*: Employee attitudes, motivation, productivity, and supervision in formal and informal organizations.
- *Interagency Coordination*: Services across schools and community agencies including team coordination, communication, decision making, planning, and follow-up.

Resources

Training and information is key to keeping abreast and up-to-date on issues related to team building and partnerships. The following is a list of some of the resources in this growing field. The materials and resources listed were selected on the basis of relevance, readability, availability, and affordability. The Head Start Bureau, Regional Offices, Training and Technical Assistance Network, and fellow grantees are also sources of information for strategies to strengthen decision-making partnerships with parents.

Materials

Child Development Resources. (1995, 1992). ***Skills Inventory For Teams (SIFT).*** Developed to assist early intervention practitioners from a variety of disciplines to evaluate their ability to work as a part of a team. Assists individual team members in identifying the skills needed to work on a team and to help the whole team identify team development needs. The SIFT includes items that reflect competencies or skills that can be observed as well as items that address the team members' values and attitudes about teamwork. Child Development Resources, P.O. Box 299, Lightfoot, VA 23090. 53 pp. The cost is $24.95.

Greene, Sue Forbess. (1983). ***The Encyclopedia of Icebreakers.*** Pfeiffer and Company. An expandable loose-leaf guide that is a comprehensive listing of introductory activities designed to make learning and participation inviting for participants in group training activities. Activities are divided into six categories: Energizers and Tension Reducers; Feedback and Disclosure; Games and Brainteasers; Getting Acquainted; Openers and Warm-ups; and Professional Development Topics. Introduction and step-by-step instructions for the trainer is provided. Available from Pfeiffer and Company, 8517 Production Avenue, San Diego, California 92121-2280. 415 pp.

Institute for Educational Leadership. (1994). ***Preparing Collaborative Leaders: A Facilitator's Guide.*** A one-stop shopping experience focusing on the challenges facing collaborative projects and leaders. Divided into three parts: Getting Together; Mastering the Essentials; and Building Change. A total of 15 modules in a loose-leaf notebook providing the "what" and "how" of designing and implementing a comprehensive leadership development program. A complete resource for promoting and initiating collaborative efforts in communities. Available from Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036. 73 pp. with appendices and bibliography. The cost is $95.00.

Resources

Nilson, Carolyn. (1993). ***Team Games for Trainers.*** A handy book of effective and enjoyable training games designed to create partnerships, enable them to function efficiently, and help individuals develop critical group skills. Each game is self-contained and includes templates, answer sheets, objectives and procedures. Games can be facilitated, by experienced or novice trainers. A valuable tool for Head Start programs. McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020. 322 pages.

Pfeiffer and Company. (1993). ***Twenty-Five Activities for Teams.*** A handy, easy-to-use reference for facilitators and team leaders to use in motivating staff, creating partnerships, and developing a working team. Divided into four sections that include: Leading Meetings; Empowering Participants; Aiming for Consensus; and Directing the Process and Diagnosis. Tips for leading the activities are provided as well as resource and bibliography reference sections. Available from Pfeiffer and Company, 8517 Production Avenue, San Diego, California 92121-2280. 108 pp.

Quick, Thomas L. (1992). ***Successful Team Building.*** One of the Work Smart series published by American Management Association (AMA), this resource focuses on: motivating team members; building team commitment; resolving team conflict; encouraging creativity in problem solving and decision making; and evaluating and rewarding team players. Available from AMA, 135 West 50th Street, New York, NY 10020. 97 pp.

Rees, Fran. (1991). ***How To Lead Work Teams: Facilitation Skills.*** This publication provides a comprehensive content-focused resource that assists leaders in developing and enhancing facilitation skills. This resource is divided into three sections: Facilitating: A New Style of Leadership; How Facilitation Works; and Facilitating Team Meetings. A short, easy-to-read reference for everyday use. Pfeiffer & Co., 8517 Production Avenue, San Diego, California 92121-2280. 102 pp.

U.S. Department of Education, Office of Educational Research and Improvement (OERI). (1993). ***Guide to Developing Educational Partnerships.*** A guidebook providing practical information drawn from the experience of 30 different partnerships. These partnerships are mostly education-focused but provide valuable information on developing new relationships. The guide builds on research and evaluation data. U.S. Government of Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, D.C. 20402-9328. 51 pp. The cost is $4.25.

U.S. Department of Health and Human Services, Administration for Children and Families. (1996). ***A Head Start Handbook of the Parent Involvement Vision and Strategies.*** This handbook provides a framework that enables program members to think comprehensively about planning their parent involvement program. Part I provides the Head Start vision, values, and opportunities for parents as partners. Part II offers a broad variety of strategies that Head Start programs can use to implement the Head Start parent involvement mission. Head Start Publications Center, P.O. Box 26417, Alexandria, VA 22313-0417. 115 pp.

Organization

Institute for Educational Leadership (IEL), 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036, (202) 822-8405. This organization is a major leader in the field of leadership training and collaboration in a variety of settings. Write and ask for their publication list.

*U.S. Government Printing Office: 1996 — 715-032/53017

ISBN 0-16-042698-7